



National Council for Accreditation of Teacher Education

BOARD OF EXAMINERS

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Accreditation Visit to:

STATE UNIVERSITY
OF NEW YORK
COLLEGE AT
CORTLAND

P.O.Box 2000

Cortland, NY 13045-0900

March 5-9, 2011

Type of Visit:

Continuing visit - Initial Teacher Preparation

Continuing visit - Advanced Preparation

Board of Examiners Report

SUMMARY FOR PROFESSIONAL EDUCATION UNIT

National Council for Accreditation of Teacher Education

Institution:

SUNY-Cortland

Team Findings:

Standards	Initial	Advanced
1. Candidate Knowledge, Skills, and Professional Dispositions	Standard Met	Standard Met
2. Assessment System and Unit Evaluation	Standard Met	Standard Met
3. Field Experiences and Clinical Practice	Standard Met	Standard Met
4. Diversity	Standard Met	Standard Met
5. Faculty Qualifications, Performance, and Development	Standard Met	Standard Met
6. Unit Governance and Resources	Standard Met	Standard Met

Not Applicable (Programs not offered at this level)

I. INTRODUCTION

1. Provide a brief overview of the institution and the unit.

The State University of New York (SUNY)-Cortland is located in Cortland, New York and is one of 13 comprehensive four-year colleges in the SUNY system. Cortland is a small city in the geographic center of New York and is 30 miles south of Syracuse and 40 miles north of Binghamton.

The university was established in 1868 as a Normal School and became a State Teachers College in 1941, officially becoming a part of the SUNY system in 1948. Adding liberal arts studies, it was renamed State University of New York-Cortland in 1963. Currently SUNY-Cortland graduates the largest number of teacher certification candidates in New York State. Enrollment is 7,141 with 74.2 percent Caucasian, 5.9 percent Hispanic, 14.7 percent unreported, and 2.7 percent Black, with the remaining categories (Asian Pacific Islander, and American Indian) each totaling less than 1.5 percent.

The mission statement of the institution identifies the commitment to having candidates grow as engaged citizens with a strong social conscience enhanced by excellent teaching, leadership, and service. Candidates are immersed in a strong general education program which encourages critical thinking, utilization of technology, and strong communication skills.

SUNY-Cortland is organized into a School of Arts and Sciences, School of Education, and School of Professional Studies, with teacher education programs housed in each school. In July, 2009 a new position, assistant provost for teacher education, was established. This new position reflects the institution-wide role in teacher education. The assistant provost for teacher education oversees the day-to-day operation of the unit.

The provost (vice president of academic affairs) is the unit head and the Teacher Education Council (TEC) is the policy-recommending committee for the unit. The TEC is comprised of faculty from all three schools, as well as community members and candidates in initial and advanced programs. There are 48 initial teacher education programs in the unit. The unit also offers advanced programs in 20 content areas including master's degrees and certificates for advanced studies.

2. Describe the type of state partnership that guided this visit (i.e., joint visit, concurrent visit, or an NCATE-only visit). Were there any deviations from the state protocol?

This visit was an NCATE-only visit.

3. Indicate the programs offered at a branch campus, at an off-campus site, or via distance learning? Describe how the team collected information about those programs (e.g., visited selected sites, talked to faculty and candidates via two-way video, etc.).

None offered

4. Describe any unusual circumstances (e.g., weather conditions, readiness of the unit for the visit, other extenuating circumstances) that affected the visit.

There was a large snow storm on Sunday and Monday of the visit. Administrators and faculty were present, but since the institution called off classes until Monday afternoon, the number of candidates that attended interviews was small. The institution did a good job in trying to get as many people in as they could. Student teachers attended their interviews, but initial and advanced candidates turned out in small numbers.

II. CONCEPTUAL FRAMEWORK.

The conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge based, articulated, shared, coherent, consistent with the unit and institutional mission, and continuously evaluated.

1. Provide a brief overview of the unit's conceptual framework and how it is integrated across the unit.

The unit is guided by a conceptual framework that was developed in 2003 and updated in 2010. The mission, vision, and philosophy are built on a foundation of liberal learning and pedagogical skills focusing on personal responsibility, social justice, and global understanding. The vision and mission are aligned with the institution's vision and mission and demonstrate the historical commitment and common values related to teacher education.

The theme of the unit conceptual framework is stated as:

Teacher education at SUNY-Cortland is built upon the foundation of liberal learning and the development of teachers who have exceptional pedagogical knowledge and skills. The foundation of liberal learning informs the professional education strand in an innovative thematic approach that emphasizes personal responsibility and global understanding that encourages the construction of communities committed to enacting social justice...Graduates of SUNY Cortland's teacher education program will be prepared to contribute to their communities and to the democratic development of society.

The conceptual framework contains 13 proficiencies that ensure candidates develop the knowledge, skills, and dispositions needed for effective teaching. These proficiencies focus on knowledge base, professional commitments, standards, diversity, assessment, and technology.

The knowledge base indicates candidates demonstrate a solid foundation in the arts and sciences (Dewey, 1916, 1938), an in-depth knowledge of subject areas with pedagogical knowledge (Darling-Hammond and Youngs, 2002; Marzano, 2009), understanding how students learn and develop (Gardner, 1993; Piaget, 1970; Vygotsky, 1978), and managing a safe and orderly environment for learning.

Through professional commitments, candidates collaborate with other professionals, community members, agencies, cultural institutions, parents, and others to benefit students (Goodlad, 1990; Darling-Hammond, 2006). Candidates also develop as reflective practitioners including the critical components of ethical and political judgments (Zeichner & Liston, 1996). Key professional dispositions include responsibility, social justice, and global understanding. Personal responsibility includes issues of integrity, ethics, commitment, and moral choices. Candidates are expected to demonstrate personal integrity in their interactions with others.

Candidates know state and national standards, integrate curriculum, and examine their knowledge of theory and practice related to their subject. These outcomes are based largely on the standards established by the Interstate New Teacher Assessment and Support Consortium (INTASC), the New York State Board of Regents, the New York State Education Department (NYSED), and the SUNY Chancellor's Action Agenda.

As outlined in the conceptual framework, candidates foster understanding of and respect for individuals' diverse variations of ability, ethnicity, culture, language, gender, age, class, and sexual orientation. Candidates apply a variety of teaching strategies and develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential (Delpit, 2006; Grossman, 2004; Grubb & Tredway, 2010).

Candidates use meaningful, multiple, and authentic forms of assessment to analyze students' learning and their teaching to improve instruction (Wiggins & McTighe, 1998). As well, candidates demonstrate technology skills to show the positive impact of technology on learning and development (Trilling & Fadel, 2009).

The unit reaffirmed and updated the conceptual framework in 2010. Changes were made based on the Conceptual Framework Committee's review and discussion with stakeholders and partner groups both on and off campus. Some of the changes included a more succinct description of the vision and expectations of teacher candidates, inclusion of a crosswalk which outlines the changes in the conceptual framework learning outcomes, and an updated list of references to reflect current literature. The changes were approved by the Teacher Education Council and by professional education unit faculty in fall 2010.

There was a limited description of the unit assessment system in the conceptual framework. Candidates

are assessed at key transition points. Assessments address knowledge, skills, and dispositions. Candidates in initial programs are assessed at: program application, completion of field work, student teaching eligibility, student teaching, program completion, and post-graduation. Candidates in advanced programs are assessed at: program application, candidacy, practicum eligibility, practicum completion, culminating project, and post-graduation.

The Conceptual Framework Committee has become a standing committee of the Teacher Education Council and will continue discussion about the conceptual framework.

III. STANDARDS

In its responses to each standard, the team should indicate when differences exist among the main campus, distance learning programs, and off-campus programs.

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

1. Information reported in the Institutional Report for Standard 1 was validated in the exhibits and interviews. (If not, provide an explanation.)

Yes

No

jñ

jñ

If your answer is "No" to above question, provide an explanation.

1a. Content Knowledge for Teacher Candidates

Content Knowledge for Teacher Candidates – Initial Teacher Preparation	Acceptable ▼
Content Knowledge for Teacher Candidates – Advanced Teacher Preparation	Acceptable ▼

Summary of Findings for Initial Teacher Preparation:

In New York State, the state licensing examination for content is the New York State Teacher Certification Examination – Content Specialty Test (NYSTCE-CST). On NYSTCE content exams, SUNY-Cortland has a teacher education unit-wide pass rate of 97%. In total, the unit reported on the scores of 1687 test-takers during the period of 2006-2007 through 2008-2009. The unit also presented pass rates for the individual programs. All individual programs show a pass rate of 90 percent or higher on state content assessments.

The unit presented grades in general education courses and results from its Student Teacher Evaluation

(STE) as additional measures of candidates' content knowledge in initial level programs. The unit demonstrated that candidates maintain acceptable GPAs in the content areas. Summarized STE results demonstrate that candidates pass rates are consistently high across four points of evaluation when rated on their knowledge of the subject matter. In particular, candidates passed at a rate of 100 percent on self-evaluations, 99 percent on evaluations by institutional supervisors, and 99 percent on evaluations performed by cooperating teachers.

Summarized results from graduate and employer survey data were also submitted as a measurement of candidates' knowledge in the subject area. Both the graduate survey and employer survey ask respondents to rank, on a scale of 1 to 5, the degree to which they agree that the candidate was prepared with an in-depth knowledge and understanding of the content in their field. Eighty-six percent of graduates who responded reported that they either agree or strongly agree. One-hundred fifty-five graduates responded for a response rate of six percent. Eighty-eight percent of employers asked the same question reported that they either agree or strongly agree. Twenty-three employers responded to the employer survey for a response rate of five percent.

Summary of Findings for Advanced Teacher Preparation:

SUNY-Cortland offers 14 advanced-level teacher programs: adolescence education – chemistry, biology, earth science, English, mathematics, physics, social studies, childhood education, health, literacy, recreation, English as a second language education, teaching students with disabilities, and physical education. The unit presented pass rates on the NYSTCE – Content Specialty Test and NYSTCE – Liberal Arts and Science test as measures of content knowledge for candidates at the advanced level. Candidates' GPA in undergraduate coursework is noted by the unit as an additional component of its effort to measure candidate knowledge of the content area upon entry into the program. Since admission to advanced level programs requires possession of an initial New York State teacher license, which by definition requires passing the NYSTCE – Content Specialty Test, the unit has a 100 percent overall pass rate on state licensure content examinations for advanced level candidates.

Individual programs build upon the content preparation that candidates bring into the program by requiring a minimum of 12 semester hours of additional coursework related to the subject discipline. Candidates are required to maintain a GPA of 2.8 in order to maintain good standing in the program. Course descriptions and syllabi provide further evidence of subject matter presented in individual courses.

The unit presented summarized data showing three years of GPA in advanced programs as a measure of content knowledge. Though a breakdown of candidates' performance in the content courses was not included, results showed that overall, candidates maintained high GPAs in advanced degree programs with a mean of 3.67 and a range of 2.1 to 4.3, across 3 academic years (2007-2009).

1b. Pedagogical Content Knowledge and Skills for Teacher Candidates

Pedagogical Content Knowledge and Skills for Teacher Candidates – Initial Teacher Preparation	Acceptable
Pedagogical Content Knowledge and Skills for Teacher Candidates – Advanced Teacher Preparation	Acceptable

Summary of Findings for Initial Teacher Preparation:

The unit submitted 28 programs for national review. Of the 28 programs, seven were recognized: adolescence education – English 7-12, early childhood education, health education – MST, health education – all grades, inclusive special education, teaching students with disabilities (Masters), physical education, 12 were either approved with conditions or probation, and nine were in need of further development through the SPA system. Many of the program review reports noted other areas not directly related to pedagogical content knowledge and skills as areas of concern, such as inability to use data for program improvement, and inability to show a link to the impact on student learning.

The unit also submitted summary graduate survey data as a measure of pedagogical content knowledge. The graduate survey asks questions related to the graduates' abilities to understand the content, apply instructional theory and strategies, present content clearly, and integrate technology in their teaching. Overall, graduates reported that they are well prepared in most areas of pedagogical content knowledge and skills by agreeing or strongly agreeing at a rate of approximately 80 percent with those statements.

Summary of Findings for Advanced Teacher Preparation:

The literacy, educational leadership, and teaching students with disabilities programs are the only advanced level teacher preparation programs to be submitted for national review. Candidates in these programs demonstrate pedagogical content knowledge and skills at multiple points, through projects and performance in required courses, culminating research projects, and in their internships.

Outside of the literacy, educational leadership, and teaching students with disabilities programs, evidence of candidate evaluation of pedagogical content knowledge and skills varies by program. In the physical education program, candidates are required to complete a culminating experience research project, which evaluates their knowledge and performance in several areas related to pedagogical knowledge and skills including curriculum, effective teaching, and assessment. Summary data were presented showing that candidates scored consistently high on all parts of the culminating experience, rating at the acceptable or target level on 100 percent of evaluations.

All other advanced teacher preparation programs rely on course-specific evaluations, such as grades in particular courses, to determine candidates' progress through their program. Though some limited, individual, course-level data were made available, aggregated assessment data were not presented at the unit-level, or at the program-level to show candidates' mastery of pedagogical content knowledge and skills in the following programs: adolescence education – physics and mathematics, chemistry, biology, earth science, English, mathematics, physics, social studies, childhood education, health education, and English as a second language education.

1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates

Professional and Pedagogical Knowledge and Skills for Teacher Candidates – Initial Teacher Preparation	Acceptable
Professional and Pedagogical Knowledge and Skills for Teacher Candidates – Advanced Teacher Preparation	Acceptable

Summary of Findings for Initial Teacher Preparation:

The unit presented results of the New York State Teacher Certification Examination Assessment of Teaching Skills – Written (ATS-W), summarized results from the STE, and summarized results of

graduate and employer surveys to demonstrate evidence of candidate acquisition of professional and pedagogical knowledge and skills. The ATS-W examination is comprised of three subtests addressing the areas of Student Development and Learning, Instruction and Assessment, and The Professional Environment. On ATS-W examinations, the unit has an overall pass rate of 100 percent in the most recent year reported (2008-2009) with 553 test takers. In the two previous reporting years, 2006-2007 and 2007-2008, the unit demonstrated an average pass rate of 99 percent for 570 and 470 test takers respectively.

The unit's Student Teacher Evaluation, which is aligned to the INTASC standards, contains four items particularly relevant for this element. Specifically, student teachers are measured for their impact on student learning, their ability to understand and adapt instructional opportunities to diverse learners, their ability to be a reflective practitioner and grow professionally, and their ability to collaborate and foster relationships. Three years of data were presented. Candidates performed at the acceptable or target levels when assessed on each of the aforementioned items.

Graduate and employer surveys ask respondents to rank, on a scale of 1 to 5, the degree to which they agree that candidates were prepared well across 13 proficiencies specific to the area of professional and pedagogical knowledge and skills. At a rate of approximately 75 percent, both graduates and employers agreed or strongly agreed that preparation is strong in the areas of knowledge and understanding of content; understanding of instructional theory and strategies; ability to present content to students in clear and meaningful ways; ability to reflect on their work as a professional; understanding and respect for student, family, and community diversity; ability to create a positive environment that supports learning for all students; ability to build on students' developmental levels; and ability to demonstrate actions that support fairness and the belief that all students can learn.

Graduates and employers also identified five areas in need of improvement where fewer than 75 percent of respondents agree or strongly agree that completers were well prepared. Those areas are knowledge and skills necessary to work with students and disabilities, knowledge and skills necessary to work with English language learners, ability to promote parental involvement to support student learning, ability to assess student learning and use assessments to improve student learning, and understanding the importance of analyzing and using educational research.

Summary of Findings for Advanced Teacher Preparation:

Along with results of surveys completed by graduates and employers, as previously noted for candidates in initial programs, the unit presented pass rates on the NYSTCE – Assessment of Teaching Skills – Written examination as one of its chief measures of professional and pedagogical knowledge and skills for teacher candidates at the advanced level. Admission to advanced level programs requires possession of an initial New York State teacher license, which requires passing of the NYSTCE – Assessment of Teaching Skills – Written examination. Consequently, the unit has a 100 percent overall pass rate on state licensure assessment of teaching skills examinations for advanced level candidates.

Candidates in literacy and physical education programs demonstrate pedagogical and professional knowledge and skills at multiple points, through projects and performance in required courses, culminating research projects, and in their internships. Summarized data in national review reports for the teaching students with disabilities and literacy programs and in evidence presented for the physical education program show that candidates in each of these programs score consistently high in proficiencies related to pedagogical and professional knowledge and skills.

Each of the remaining advanced level teacher preparation programs relies on candidates' completion of a

culminating experience or comprehensive examination, where they must demonstrate a progression of mastery, of pedagogical and professional knowledge and skills, and reflect on theory and practice. Although samples of culminating experience projects were presented for a few programs along with their corresponding scoring guides, no other aggregated unit-level or program data were presented to demonstrate candidates' mastery of professional and pedagogical knowledge and skills.

1d. Student Learning for Teacher Candidates

Student Learning for Teacher Candidates – Initial Teacher Preparation	Acceptable
Student Learning for Teacher Candidates – Advanced Teacher Preparation	Acceptable

Summary of Findings for Initial Teacher Preparation:

As noted previously, the unit submitted 28 programs for national review, seven which were recognized, 12 which were either approved with conditions or probation, and nine which were in need of further development. Several of the individual reports for the programs either approved with conditions or probation or deemed in need of further development noted that the unit did not have sufficient evidence regarding candidate impact on student learning. In some instances, the problem was a lack of programmatic data and in other instances reviewers questioned the quality of the assessments.

The unit worked to address this area after receiving feedback from the national reviews and presented additional evidence for the visiting team showing how it is addressing the areas of concern. Specifically, key assessments have been revised to more clearly measure candidates' impact on student learning. Across programs, evidence of revised rubrics was presented showing that candidates must determine what students know, develop a lesson, teach the lesson, determine what students learned, and reflect on the process.

Graduate and employer surveys are mixed on whether graduates are well prepared in the area of impact on student learning. The unit presented seven items on its graduate and employer surveys as addressing candidates' ability to have a positive impact on student learning. Employers and graduates were generally positive in their impression of candidates' ability to have a positive impact on student learning. Both groups believe candidates are well prepared in the areas of understanding and respect for students, family, and community diversity, creating a positive environment for all students to learn, building on students' developmental levels, and supporting fairness and the belief that all students can learn. Eighty-two to 87 percent of employers and 75 to 85 percent of graduates agreed or strongly agreed with these four statements.

Summary of Findings for Advanced Teacher Preparation:

In advanced-level programs, candidates demonstrate their ability to positively impact student learning in a variety of ways, depending on their program. Candidates in the literacy programs demonstrate their effect on student learning during the "Assessment of Candidate Effect on Student Learning" case study project, during internships, and throughout pedagogy coursework. Candidates in the physical education programs demonstrate effective teaching throughout pedagogy courses, during field experiences, and as a part of the culminating experience. One year (2008-2009) of summary data results from the physical education culminating experience were presented and show that of the six candidates evaluated, each was rated at the target and acceptable levels on items related to effective teaching.

The remaining advanced-level teacher preparation programs embed principles related to candidates' impact on student learning into pedagogy coursework, course-level projects, and as a part of the programs' culminating experience. A review of course descriptions and syllabi reveals several required courses specific to each advanced-level program that contain units, projects, and course-level assignments related to candidates' impact on student learning. Though some limited, individual, course-level data were made available, aggregated assessment data were not presented at the unit-level, or at the program-level to show candidates' ability to have a positive impact on student learning in the following programs: adolescence education – physics and mathematics, chemistry, biology, earth science, English, mathematics, physics, social studies, childhood education, health education, and second language education.

1e. Knowledge and Skills for Other School Professionals

Knowledge and Skills for Other School Professionals

Acceptable

Summary of Findings for the Preparation of Other School Professionals:

The unit has two programs which prepare other school professionals: speech and language disabilities and educational leadership and development (EDL), which has two specializations, school building leader and school district leader, and a third concentration in school district business leader. Scores on the NYSTCE content specialty test for educational leadership and development show a 100 percent pass rate across both concentrations with 24 test-takers in school building leader and 23 test-takers in the school district leader concentration. There is not a subject content licensure examination for the speech and language disabilities program.

Knowledge and skills for candidates in the educational leadership and development program are assessed at three other points during the internship in development of the internship portfolio, at the end of the internship component with the final evaluation, and after completion in the form of graduate and employers surveys. The final internship evaluation measures candidates' performance along 16 proficiencies broken into four categories: strategic leadership, instructional leadership, organizational leadership, and political and community leadership. The unit presented the eight items in the strategic leadership and organizational leadership categories as those relating to state and institutional standards. Summarized internship evaluation data were provided and show that candidates in the educational leadership and development program score consistently high on all evaluation items with mean scores ranging from 4.5 to 4.81 on a scale of one to five with one representing that the candidate has exhibited significant difficulty and five representing a high degree of proficiency.

Candidates in the speech and language disabilities program are evaluated on six additional proficiencies beyond those in the standard student teaching evaluation undertaken by candidates in the initial level programs. Specifically, candidates' performance is measured in the areas of interpersonal skills, technical skills, personal additional practicum responsibilities, diagnostic, evaluation interpretation, and report writing. Five semesters of summarized evaluation data were provided and show that candidates in the speech and language disabilities program score consistently high on all evaluation items. Spring 2010 mean scores range from 4.42 to 4.72 across the six proficiencies, on a scale of one to five with one representing that the candidate has exhibited significant difficulty and five representing a high degree of proficiency.

1f. Student Learning for Other School Professionals

Student Learning for Other School Professionals

Acceptable

Summary of Findings for the Preparation of Other School Professionals:

The unit presented the final internship evaluation and the internship project, which focuses on improving learning using data, as key assessments of candidates' impact on student learning in the educational leadership and development program. A review of the evaluation rubric for the final internship evaluation reveals several items specifically targeted at measuring candidates' ability to have an impact on student learning. Candidates' student teaching portfolios were presented as evidence to show that candidates in the speech and language disabilities program demonstrate their ability to assess and reflect upon their impact on student learning. Portfolio requirements reveal several items that require candidates to identify what their students know, then create a lesson, teach it, and determine what students learned, and reflect on the process.

The unit utilizes the same graduate and employer surveys used for initial and advanced teacher preparation programs to inquire about the degree to which candidates in the educational leadership and development and the speech and language disabilities programs are well-prepared in the area of impact on student learning. Therefore, the same seven questions related to candidates' ability to positively impact student learning are asked of graduates and employers in relation to these programs. As previously noted, graduate and employer surveys are mixed on whether graduates are well prepared in the area of having a positive impact on student learning. Both groups gave generally positive ratings on the candidates' ability to have a positive impact on student learning indicating that candidates are well prepared in the areas of understanding and respect for students, family, and community diversity, creating a positive environment for all students to learn, building on students' developmental levels, and supporting fairness and the belief that all students can learn. More than 75 percent of employers and graduates agreed or strongly agreed with these four statements. Employers and graduates indicated, however, that candidates' knowledge and skills necessary to work with students with disabilities, knowledge and skills necessary to work with English language learners, and their ability to promote parental involvement to support student learning are areas in further need of improvement.

1g. Professional Dispositions for All Candidates

Professional Dispositions for All Candidates – Initial Teacher Preparation

Acceptable

Professional Dispositions for All Candidates – Advanced Preparation

Acceptable

Summary of Findings for Initial Teacher Preparation:

The unit identified a set of 24 dispositions spread across three categories (character dispositions, teaching dispositions, and professional dispositions) that are presented throughout coursework, and that candidates are required to demonstrate in a variety of ways throughout the program. Candidate dispositions are aligned with the unit's conceptual framework and with state and national professional standards, including the National Board for Professional Teaching Standards. Of the 24 total dispositions identified by the unit, there are eight specifically classified as professional dispositions. Specifically, candidates must demonstrate collegiality, dedication to the profession, leadership, the ability to be a change agent, cooperation and collaboration, that they respect and value education, professionalism, and confidentiality.

Candidate dispositions are measured at multiple points throughout the program beginning at entry, continuing during the field experiences, and extending post-completion through the use of graduate and employer surveys. Specific coursework pertaining to professional dispositions is embedded in general education and foundation courses, such as a required course from the Prejudice and Discrimination category of the general education program, and assignments which become a part of each candidate's overall body of work. The unit's student teacher evaluation contains several items related to candidate professional dispositions where candidates are required to demonstrate appropriate professional dispositions. Summary student teacher evaluation results show an average pass rate of 99 percent on items related to candidate dispositions.

The employer and graduate follow-up surveys contain four items specifically targeted at identifying whether candidates are well prepared in the area of professional dispositions. In general, there is broad agreement that candidates are well prepared in this area. In the items related to understanding and respect for student, family and community diversity, creating a positive environment for all students to learn, supporting fairness and the belief that all students can learn, both graduates and employers consistently agreed or strongly agreed at a rate of approximately 82 percent, that graduates were well prepared in those areas. Graduates and employers, however, were less likely to agree or strongly agree that graduates were well prepared in their ability to promote parental involvement to support student learning.

Summary of Findings for Advanced Teacher Preparation:

See above

Summary of Findings for the Preparation of Other School Professionals:

See above

Overall Assessment of Standard

The unit has a number of programs that are nationally recognized, which is one indicator of overall effectiveness. Programs that submitted reports but did not receive national recognition, or that received national recognition with conditions or probation, are using feedback from that process for continuous improvement according to evidence found in national review program rejoinders. Further, evidence from onsite interviews, candidate demonstrations, school visits, and data added during the onsite visit provide sufficient documentation that the unit is preparing candidates with the knowledge, skills, and dispositions to help all students learn.

Advanced-level teacher programs fall into two categories, those submitted for national review and those that were not. Advanced-level programs submitted for national review show alignment with the national review process, and include multiple key assessments and evaluations of field work. Assessment data in these programs are aggregated and examined at the program level. With the exception of the physical education program, advanced-level teacher programs that were not submitted for national review produce limited data, managed at the course-level, that are not aggregated at the program or unit level. Consequently, there were limited data to consider relevant to the candidates' knowledge, skills, and dispositions for these programs.

Strengths [Note: A strength should be cited only if some aspect of a target level rubric has been demonstrated by the unit. A strength can be cited regardless of whether the entire element is deemed “target” or “acceptable.” However, strengths should clearly indicate outstanding practice.]

Areas for Improvement and Rationales

AFIs from last visit: Corrected

AFI Number &Text	AFI Rationale
AFI 1--The unit does not provide adequate data related to new initial and advanced program candidates' knowledge, skills, and dispositions.	The unit has completely implemented new programs at the initial and advanced level. Programs at the initial level have made a complete transition to the new programs of study and unit assessment system.
AFI 2--At the advanced level, the Literacy and Educational Administration programs do not fully comply with regulatory requirements and will be required to address these issues to the New York State Education Department to ensure continued registration.	Literacy and Educational Administration programs have been fully approved at by the New York State Education Department.

AFIs from last visit: Continued

AFI Number & Text	AFI Rationale
None	

New AFIs

AFI Number & Text	AFI Rationale
AFI 1--The unit does not have aggregated program performance data indicating that candidates in advanced programs for teachers have the necessary content knowledge and pedagogical and professional knowledge and skills in their areas of study except for Educational Leadership, Literacy, Physical Education, and Teaching Students with Disabilities.	Assessment data for advanced programs for teachers were presented solely in the form of course grades and rubric assessment of capstone experiences on individual candidates. The unit did provide examples of descriptions of assignments and samples of candidate work, but these did not provide sufficient data by which to assess candidates in total.

Recommendation for Standard 1

Initial Teacher Preparation	Met
Advanced Preparation	Met

Corrections to the Institutional Report [Include any factual corrections to information found in the Institutional Report. This includes important information such as corrections to tables, percentages, and other findings which may have been inaccurately reported in the Institutional Report.]

Standard 2: Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

Information reported in the Institutional Report for Standard 2 was validated in the exhibits

and interviews. (If not, provide an explanation.)

Yes

No

jn

jn

If your answer is "No" to above question, provide an explanation.

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2a. Assessment System

Assessment System – Initial Teacher Preparation	Acceptable ▼
Assessment System – Advanced Preparation	Acceptable ▼

Summary of Findings for Initial Teacher Preparation:

The unit has a comprehensive assessment system that reflects the conceptual framework, professional and state standards. The assessment system includes a set of evaluation measures that are used to monitor candidate performance and manage unit programs and operations. The unit's assessment system, known as Teacher Education Candidate Assessment System (TECAS), has been in development since the 2004 NCATE visit (IR pages 38-48) and provides for data collection, analysis and use of data about candidates across programs, as well as unit processes.

The Teacher Education Council (TEC) is a policy-recommending committee for the unit which consists of representation from all teacher education programs (i.e., administrators, faculty, initial and advanced candidates) across the campus and assumes responsibility for oversight of teacher education. A subcommittee of the TEC, the Teacher Education Assessment Committee is responsible for providing leadership for teacher education assessment, reviewing key unit assessments and reviewing the Teacher Education Assessment System (i.e., unit operations). Data are gathered and analyzed at the program and department level and shared with faculty for discussion of program improvement. The professional learning community, which includes P-12 administrators and educators, supervisors, and faculty, has been involved formally and informally with the design and development of the assessment system. The unit consistently assesses candidates' abilities on the proficiencies and knowledge bases articulated in the 13 learning outcomes in the conceptual framework.

The conceptual framework was reaffirmed in 2010, which was verified in the 2010 Standards Alignment Exhibit. The six broad proficiencies and knowledge bases (i.e., knowledge base, professional commitments, standards, diversity, assessment, and technology) are broken down into 13 candidate learning outcomes in the unit's conceptual framework. The TECAS is the unit assessment system which is based on the revised 13 learning outcomes (IR page 38). Learning outcomes are clearly reflected in the assessment system and are aligned to an integrated set of key assessments and the six transition points to monitor candidate performance. The unit volunteered to pilot the New York State Teacher Certification Examination (NYSTCE). In addition, the Physical Education Department had three candidates pilot the Student Teacher Evaluation specifically designed for physical education. This performance assessment includes videotape analysis of teaching performance. Aggregated data for all key assessments were available through SPA Reports, exhibit room, and TaskStream for the early childhood, early childhood education, and adolescence English programs.

Decisions about candidate performance are based on multiple assessments across transition points. Assessments are routinely shared with candidates and faculty to help them reflect on performance and plan for improvements. Assessments address knowledge, skills, and dispositions. Candidates in initial programs are assessed at: program application, completion of field work, student teaching eligibility, student teaching, program completion, and post-graduation.

The unit has a number of processes and measures to ensure that assessment procedures are fair, accurate, consistent, and free of bias. The Teacher Education Council created and implemented a Fair Process Policy and Procedures for Review of Professional Competencies in Teacher Education (i.e., Teacher Education Assessment Handbook exhibit). Candidates are provided with information regarding the "due process rights within teacher education" in multiple ways throughout their program.

Student Teaching Evaluation is reliable and valid (STE-reliability and validity exhibit). The candidate, host teacher, and college supervisor are responsible for independently completing the STE online.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

The Teacher Education Council (TEC) is a policy-recommending committee for the unit which consists of representation from all teacher education programs (i.e. administrators, faculty, initial and advanced candidates) across the campus and assumes responsibility for oversight of teacher education and has various subcommittees. The Teacher Education Curriculum Committee has primary responsibility for reviewing all teacher education courses and programs and is a required part of the review process for curriculum changes for teacher education programs. The Teacher Education Assessment Committee is responsible for providing leadership for teacher education assessment, reviewing key unit assessments, and reviewing the Teacher Education Assessment System. Data are gathered and analyzed at the program and department level and shared with faculty for discussion of program improvement.

Candidates in advanced programs are assessed at: program application, candidacy, practicum eligibility, practicum completion, culminating project, and post-graduation. While the advanced programs have six transition points (i.e., program application, candidacy, practicum eligibility, practicum completion, culminating project, and post-graduation) there is no clear alignment of the key assessments to transition points. Examples of assessments include GPAs, NY State Certification Exams, judicial screening, portfolios, comprehensive exams and theses. While the conceptual framework is aligned to the NBPTS Standards there is no alignment to key assessments.

The unit has a number of processes and measures to ensure that assessment procedures are fair, accurate, consistent, and free of bias. The Teacher Education Council created and implemented a Fair Process Policy and Procedures for Review of Professional Competencies in Teacher Education (i.e., Teacher Education Assessment Handbook exhibit). Candidates are provided with information regarding the "due process rights within teacher education" in multiple ways throughout their program.

2b. Data Collection, Analysis, and Evaluation

Data Collection, Analysis, and Evaluation – Initial Teacher Preparation	Acceptable
Data Collection, Analysis, and Evaluation – Advanced Preparation	Acceptable

Summary of Findings for Initial Teacher Preparation:

The unit assessment system (i.e., TECAS) includes both unit assessment processes and the candidate

assessment system (Teacher Education Assessment Handbook exhibit). The unit processes are described as a subset of a broader college-wide assessment system. The unit collects data on faculty performance (i.e., annual reports, faculty accomplishments, instructor evaluations, retention, promotion and tenure decisions, review of fiscal and faculty resources, faculty workload) as well as other annual reports such as U.S. News and World Report survey, Title II Report, SUNY Program Review Report and the Teacher Education Assessment Handbook. The TECAS is a compilation of several databases: (a) the BANNER student information system, (b) the Curriculum Advising and Program Planning (CAPP) report and (c) Institutional Research and Assessment data reports and faculty support. The General Education (GE) Faculty Committee coordinates and recommends changes to the college's ongoing GE assessment process which speaks to the root elements of the conceptual framework (i.e., personal responsibility, social justice and global understanding). The newly formed Teacher Education Council Assessment Committee's task is to evaluate the unit assessment system, determine shared program outcomes and recommend changes at the unit and program level. Survey and evaluation data are collected annually through one-and five-year alumni surveys, one-and three-year employer surveys and supervisor evaluation of mentor teachers.

The unit demonstrated how data can be aggregated and disaggregated to analyze the performances of individual candidates and program effectiveness and quality. As candidates reach a transition point, the data are assessed through a number of criteria (i.e., academic standing, professionalism and dispositional review) to determine whether the candidate can continue to the next transition point. Data are collected from candidates, graduates, and employers. Candidates complete three nationally recognized assessment instruments: (a) Student Opinion Survey (SOS), the National Survey of Student Engagement (NSSE) and (c) the Collegiate Learning Assessment (CLA). Teacher education programs regularly survey candidates, alumni (every one and five years) and employers (every one and three years).

Candidate complaints concerning grades, professional behavior, and other matters concerning violations of academic rules or regulations are handled through the policies and procedures outlined in the unit's Academic Grievance Procedures in The College Handbook. There are informal and formal processes for resolution of candidate complaints along with specified timelines for filing and resolution of complaints. The Teacher Education Candidate Review Committee has a review procedure (Teacher Education Candidate Review – Procedure exhibit). Formal complaints are recorded, maintained, and resolutions are documented. Data are regularly compiled, summarized, and analyzed.

The system is maintained using various forms of information technology (e.g., BANNER, Task Stream, IRA and program databases).

There are no alternate routes, off-campus or distance learning programs.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

Advanced program faculty have access to data bases including the BANNER student information system and the Institutional Research and Assessment data reports. Programs in teaching students with disabilities, literacy, and educational leadership have submitted SPA reports and have collected, analyzed, and evaluated data. However, there is not a systematic system in place to collect, compile, aggregate, and analyze data at the advanced levels for other programs. Data that is collected is reviewed at the course level and there is limited evidence that it is used for program improvement.

Candidate complaints concerning grades, professional behavior, and other matters concerning violations of academic rules or regulations are handled through the policies and procedures outlined in the unit's Academic Grievance Procedures in The College Handbook. There are informal and formal processes for

resolution of candidate complaints along with specified timelines for filing and resolution of complaints. The Teacher Education Candidate Review Committee has a review procedure (Teacher Education Candidate Review – Procedure exhibit). Formal complaints are recorded, maintained, and resolutions are documented.

2c. Use of Data for Program Improvement

Use of Data for Program Improvement – Initial Teacher Preparation	Acceptable
Use of Data for Program Improvement – Advanced Preparation	Acceptable

Summary of Findings for Initial Teacher Preparation:

The Teacher Education Assessment System is designed around the 13 learning outcomes. The learning outcomes are assessed at six transition points. Two matrices were developed to show how data are displayed. The first matrix outlines the 13 learning outcomes and aligns the outcomes to the key assessments and transition points. The second matrix shows links to the learning outcomes to each assessment (description, administrative schedule, and results). Data are submitted to the department chairs and are available through outline databases with information on individual indicators. For example, data from the online Student Teaching Evaluation provide evidence of several indicators.

Faculty can access data on BANNER (i.e., CAPP) aggregate data such as candidates' program of study, grades, courses completed, and program requirements met or not met. IRA provides routine data reports. Department chairs and faculty regularly review data and develop strategies for implementing program-level improvements. Faculty reported that they monitor key assessments at the transition points each semester and review them annually at retreats or similar meetings. Department chairs and faculty were able to cite several ways their data helped with program change. The following are some highlighted examples (IR page 46 and interviews). First, the physical education program changed the requirement of candidates' knowledge and skills of integrating technology into their teaching based on assessment data. Second, the childhood education annual report from the STE revealed that candidates were relatively low in the two STE categories regarding diverse learners and assessment. Thus, the department developed new assessments that focused specifically on better assessing student learning. Candidates receive their individual assessments results. Some faculty reported that they access and use individual candidate data and aggregate course and program data. A majority of faculty stated that they monitor candidate performance through course performance.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

In advanced programs, data is not regularly and systematically used to evaluate programs or clinical experiences. There is some evidence of data review completed in programs that have submitted SPA reports (literacy, educational leadership, teaching students with disabilities) but in other advanced programs most evaluation is completed at the course level.

Faculty can access data on BANNER (i.e., CAPP) and aggregate data such as candidates' program of study, grades, courses completed, and program requirements met or not met. IRA provides routine data reports. Some faculty reported that they access and use individual candidate data and aggregate course and program data. A majority of faculty stated that they monitor candidate performance through course performance.

Faculty reported that they monitor key assessments at the transition points each semester and review them annually at retreats or similar meetings.

Overall Assessment of Standard

The unit has a comprehensive assessment system that reflects the conceptual framework, professional and state standards. The unit assessment system, Teacher Education Candidate Assessment System (TECAS), includes both unit assessment processes and the candidate assessment system. The unit processes are described as a subset of a broader college-wide assessment system. The assessment system includes a set of evaluation measures that are used to monitor candidate performance and manage unit programs and operations. The unit's assessment system has been in development since the 2004 NCATE visit and provides for data collection, analysis, and use of data about candidates across initial programs, as well as unit processes. The Teacher Education Council (TEC) is a policy-recommending committee for the unit which consists of representation from all teacher education programs. Data are gathered and analyzed at the program and department level and shared with faculty for discussion of program improvement. The professional learning community, which includes P-12 professionals, has been involved formally and informally with the design and development of the assessment system. Data can be aggregated and disaggregated to analyze the performances of individual candidates and program effectiveness and quality.

As candidates reach a transition point, the data are assessed through a number of criteria to determine whether the candidate can continue to the next transition point. While the unit has implemented a unit-wide assessment system there is no evidence that a this system is used consistently and systematically among the advanced programs for teachers.

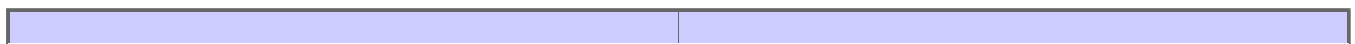
The Teacher Education Assessment Committee (TEAC) is responsible for providing leadership for teacher education assessment, reviewing key unit assessments, and reviewing unit operations. The unit-wide assessment system is relatively new and there has been limited opportunity for aggregated data to be analyzed for unit-wide improvement. Limited evidence was presented to show the use of data for improvement of unit operations.

The unit has a number of processes and measures to ensure that assessment procedures are fair, accurate, consistent, and free of bias. The Teacher Education Council created and implemented a Fair Process Policy and Procedures for Review of Professional Competencies in Teacher Education. Candidates are provided with information regarding the "due process rights within teacher education" in multiple ways throughout their program. This review process is the work of the Teacher Education Candidate Review Council.

Strengths [Note: A strength should be cited only if some aspect of a target level rubric has been demonstrated by the unit. A strength can be cited regardless of whether the entire element is deemed "target" or "acceptable." However, strengths should clearly indicate outstanding practice.]

Areas for Improvement and Rationales

AFIs from last visit: Corrected



AFI Number & Text	AFI Rationale
AFI 1--The components of the assessment system are not clearly linked and understood by all members of the unit resulting in the confusion regarding the interrelationship of system components.	Evidence supported (i.e., IR, interview data) that the unit has design a unit-assessment system (i.e., Teacher Education Candidate Assessment System) which is clearly articulated by all members of the unit.

AFIs from last visit: Continued

AFI Number & Text	AFI Rationale
None	

New AFIs

AFI Number & Text	AFI Rationale
AFI 1--The unit does not use data regularly and systematically to improve operations.	Evidence supported the uses of data at the program level. The unit-wide assessment system however is relatively new and there has been limited opportunity for aggregated data to be analyzed for unit-wide improvement. Limited evidence was presented to show the unit use of data for improvement of operations.
AFI 2--The unit does not systematically analyze assessment data in advanced programs for teachers.	The unit has implemented a unit-wide assessment system using information technology for collecting, analyzing, aggregating, and sharing results of assessment data for candidates, programs, and operations. The BOE however found no evidence that a system is used consistently and systematically among advanced programs for teachers.

Recommendation for Standard 2

Initial Teacher Preparation	Met
Advanced Preparation	Met

Corrections to the Institutional Report [Include any factual corrections to information found in the Institutional Report. This includes important information such as corrections to tables, percentages, and other findings which may have been inaccurately reported in the Institutional Report.]

Standard 3: Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

Information reported in the Institutional Report for Standard 3 was validated in the exhibits and interviews. (If not, provide an explanation.)

Yes

No

jñ

jñ

If your answer is "No" to above question, provide an explanation.

3a. Collaboration between Unit and School Partners

Collaboration between Unit and School Partners – Initial Teacher Preparation	Acceptable
Collaboration between Unit and School Partners – Advanced Preparation	Acceptable

Summary of Findings for Initial Teacher Preparation:

In the initial programs and advanced program in literacy, the Field Placement Office, in conjunction with education and program coordinators in three schools, make the early field experiences and (except for early childhood and childhood education) student teaching placements. Superintendents and principals make the determination of how many candidates to take and which host teachers should have placements. Over the past five years, the director of field placement has built many partnerships throughout the area. These relationships enable the Field Placement Office to place over 3,000 candidates each year. The Early Childhood and Childhood Education Department make student teaching placements at the initial and advanced levels through a Center Coordinator program.

SUNY-Cortland has also created more formalized collaborative relationships through two professional development initiatives: the Cortland PDS and the Regional PDS. These relationships have made it possible for cohorts of candidates to be able to do field experiences together. These cohorts also give SUNY-Cortland faculty and host teachers the opportunity to collaborate. Courses that require a field experience have assignments that are focused on the field experience.

The Field Placement Office hosts the Field Placement Fair each semester for early field experiences. Area principals come to the university with host teachers' class schedules in-hand. Candidates meet with the principals to see if their schedule meets up with any of the host teachers' schedules and make matches.

The state requires that part of the field experiences be in a high needs school. The Field Placement Office tracks all of the field experiences to ensure that they meet all of the state requirements. The Field Placement Officer holds monthly Field Placement Advisory meetings, which include the associate deans and program coordinators. The director of field placement also is a member of the Teacher Education Council.

Student Teaching Handbook and interviews verified the design, collaboration, and tracking of field experiences at the initial level. Host teachers can attend professional development opportunities at the university. Faculty at the university have asked host teachers to come to seminars and classes to share their expertise. Faculty and host teachers have collaborated on research projects and have included candidates in these initiatives.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

The Field Placement Office make placements for programs with assistance from program coordinators. Many of these placements take place in the candidates' own school, and the faculty collaborate with mentors at the school district level and college supervisors. Early field experience in all programs is tied to course work. A designated course will have a requirement to focus on the practical application and observation conducted in the field experiences.

In the Certificate of Advanced Study education leadership (EDL) programs, there is an internship that can be completed in four different ways. The faculty, school partners, and candidates collaborate on the best format for that particular candidate. There are opportunities in the EDL program to have part of the internship experience outside of the school in which the candidate teaches. There is a high needs school requirement in the EDL field experiences as well. Some candidates satisfy this requirement in their own school, while others have the opportunity to choose the option which involves leading a summer school program. Faculty collaborate with local programs to place candidates in these positions.

Candidates in the EDL program are assigned a mentor from the school district in which they are doing their internship and a college supervisor. Mentors are school administrators and hold an administrative certificate. Several formal evaluations are done throughout the internship, and a three-way collaborative conference is held each time.

The MSED programs in English, math, social studies, recreation, childhood education, and science do not require field experiences in P-12 schools. There are opportunities to complete research and a project using their own schools, but this is not a requirement. When candidates participate in research they collaborate with faculty and school personnel.

3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

Design, Implementation, and Evaluation of Field Experiences and Clinical Practice – Initial Teacher Preparation	Acceptable
Design, Implementation, and Evaluation of Field Experiences and Clinical Practice – Advanced Preparation	Acceptable

Summary of Findings for Initial Teacher Preparation:

Before participating in student teaching, initial candidates must be in good academic standing, have completed all pre-requisite courses for student teaching, have at least a 2.0 GPA from the semester prior to student teaching, and a 2.5 GPA overall in order to student teach. Graduate initial candidates must meet the same requirements but have a 3.0 GPA overall.

Student teaching evaluations are completed at the midpoint and end of every quarter. Candidates, host teachers, and college supervisors all complete the Student Teacher Evaluation (STE) that is aligned to the INTASC standards, conceptual framework, and learning outcomes. If the candidate receives a "satisfactory" score, he/she will have met the standards for student teaching. Three-way conferences are held at these times to provide feedback to the candidate on strengths and weaknesses. The host teacher is also evaluated by the candidate and the college supervisor. The college supervisor is evaluated by the host teacher and the candidate.

The Student Teacher Evaluation ensures the development of content knowledge, pedagogical skills, and professional and pedagogical knowledge, skills, and dispositions. It also assesses subject matter, instructional strategies, learning environment, communication, planning instruction, assessment, collaboration, ethics, and relationships.

A review of handbooks and interviews with candidates and college supervisors confirmed that field experiences for initial candidates are developmental. Expectations for all three parties are outlined in the handbooks. Host teachers are selected by their administrators as high quality mentors for the candidates.

Many times host teachers, candidates, and college supervisors meet at the beginning of the field experience to go over expectations. Through interviews it was noted that host teachers felt comfortable offering feedback to the college supervisors and unit. Also, if an issue arose with a candidate, the host teachers and college supervisors reported this to the faculty and it was thoroughly discussed, investigated, and followed through.

College supervisors are selected by the program coordinators. Many of these supervisors have a relationship with the department through prior experience as a host teacher. There is collaboration between the college supervisors and the department faculty that ensures validity in the Student Teacher Evaluation assessments.

The unit uses e-mail and direct contact to ensure college supervisors are aware of changes to the assessment system, as well as any adjustments to program expectations. In initial programs there are student teaching seminars that run concurrently with the student teaching experience. Seminars include a cohort of candidates who meet biweekly, have a face-to-face meeting coupled with online discussion, or have an online seminar.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

Entry requirements for advanced programs include a 2.5 minimum GPA, a bachelor's degree, and an initial teaching certificate in a subject area.

Entry requirements to clinical practice for literacy and health education include a minimum 3.0 for literacy and 2.8 GPA for health, a bachelor's degree, and an initial teaching certificate. The entry requirements for the internship for all EDL programs include a master's degree with a minimum of a 2.8 GPA and candidate recommendations.

Advanced candidates are supported by academic advisors selected by their departments. Some programs (literacy, ESL, physical education, health, teaching with disabilities, educational leadership) have coursework with field experiences, and the instructor collaborates with school-based faculty to support the candidate. Evaluations of these field experiences are connected to the course that operates at the same time. These evaluations are aligned to the conceptual framework, state standards, and learning outcomes.

Courses connected with field experiences include the following examples:

ESL – ICC620 – Materials and Techniques for Teaching - candidates apply theories of second language acquisition to their classroom

Health – EDU664 – Graduate Field Experience in Health Education –candidates observe and assist in school health education. Candidates integrate and apply health education lesson planning and curriculum development skills.

Literacy Education – LIT540 – Current Issues in Assessment & Instruction – candidates explore developmental reading concepts and apply these in a field experience observing a literacy specialist.

Teaching Students with Disabilities – SPE610 – Advanced Assessment, Curriculum & Instruction of Students with Disabilities for Math Science, and Social Studies – candidates obtain theoretical and practical experience in assessment.

Advanced MSED candidates have a culminating experience, such as a comprehensive exam, thesis,

action research project, or portfolio, which is assessed on the conceptual framework and learning outcomes. Assessments for these culminating experiences are aligned to the conceptual framework, state standards, and learning outcomes. However, because field experiences are not required in this program, these culminating experiences do not always include field experience.

EDL candidates seeking Certificates of Advanced Study are required to complete an internship. They are provided individual and small and large group sessions a minimum of four times throughout each semester during the internship. Candidates are assessed on strategic leadership, instructional leadership, organizational leadership, and political and community leadership.

EDL candidates are also required to demonstrate competence in the analysis of data and current research through course assessments and internship requirements. In the internship, candidates must complete a project to improve student learning using data.

3c. Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn

Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn – Initial Teacher Preparation	Acceptable
Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn – Advanced Preparation	Acceptable

Summary of Findings for Initial Teacher Preparation:

By the time initial candidates enter the student teaching experience, they have been assessed on the conceptual framework and state and national standards through classroom experiences, lesson plans, and early field experiences. Informal and formal Student Teacher Evaluations are completed by host teachers and college supervisors. At least twice a semester Student Teacher Evaluations are shared in a three-way conference that involves the college supervisor, the host teacher, and the candidate. The Student Teacher Evaluation is aligned with the conceptual framework.

Student learning is addressed in the Student Teacher Evaluation in item #2 – Student Learning – creates relevance by connecting with prior experiences, relates lessons to students' personal interests, provides opportunities for students to become self-directed learners, and understands how students learn and develop. Candidates, host teachers, and college supervisors formally assess the student teacher midway and at the end of the placement. During 2006-2009, at least 99 percent of candidates were assessed at the acceptable or target levels by all three parties in regard to student learning. Student teaching completion rates for spring 2008 through fall 2010 in all initial programs was over 90 percent.

During initial program field experiences (early field experiences and student teaching), teacher candidates maintain a reflective journal that is part of the course requirements. In these journals, the candidates describe the activities and analyze the importance of what took place. Feedback from peers and faculty takes place in the initial program through seminars and courses that run concurrently with field experiences.

Summary data from the STE show that candidates have the chance to reflect on practice in item #9- Reflection and Professional Development – Evaluates own teaching, carries out instruction and is receptive to suggestions, demonstrates initiative, appropriate appearance, uses professional literature,

participates in professional activities. For this item, at least 99 percent of candidates were assessed at the target or acceptable level by all three parties.

Throughout the initial program, opportunities for reflection and feedback are embedded in coursework. Departments differ on how much and how often reflection occurs. Some require daily reflections; others require participation in an online seminar. Other programs incorporate weekly meetings that include reflection.

All initial programs are tracked to ensure that candidates get diverse placements, including the requirement to have an experience in a high needs school. Interviews and data verify that initial candidates are placed in multiple settings with regard to gender, age, learning styles, ability levels, and socioeconomic levels.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

In advanced programs that require field experiences, reflection is included in the coursework, as well as in the collaboration between department faculty and school-based mentors during seminars and face-to-face meetings. Advanced candidates in EDL are required to show student learning in a project during their internship.

For these programs, interviews with candidates show that reflection is a part of all of the coursework and field experiences at the advanced level. Advanced programs have a culminating experience that includes written reflection. Candidates can complete comprehensive exams, theses, or portfolios for their culminating experiences. The assessments for the culminating experiences include evidence showing candidates demonstrate knowledge, skills, and dispositions to help all students learn.

Diversity in field placements for advanced candidates is ensured by program faculty through collaborations with school personnel. In the EDL program, it is also a requirement that candidates do part of their internship in a high needs school, which ensures diversity.

Overall Assessment of Standard

Evidence found by the team during the visit indicates that the unit has formed a strong, collaborative relationship with the area schools. This relationship has become stronger with the creation of two professional development schools. This enables SUNY-Cortland faculty and candidates to collaborate more formally with school personnel. These collaborative relationships occur in initial and advanced programs. The unit is dedicated to creating quality early field experiences and student teaching experiences in both initial and advanced programs. These experiences include diverse and high needs placements for candidates. Evaluation of candidates in initial and advanced programs is a priority in the unit. These evaluations are done in multiple ways throughout the experiences. Candidates demonstrate the knowledge, skills, and dispositions needed to ensure student learning. The advanced programs that require field experiences meet all these criteria. There are MSED advanced programs that do not have a field experience requirement.

Strengths [Note: A strength should be cited only if some aspect of a target level rubric has been demonstrated by the unit. A strength can be cited regardless of whether the entire element is deemed “target” or “acceptable.” However, strengths should clearly indicate outstanding practice.]

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Areas for Improvement and Rationales

AFIs from last visit: Corrected

AFI Number & Text	AFI Rationale
None	

AFIs from last visit: Continued

AFI Number & Text	AFI Rationale
None	

New AFIs

AFI Number & Text	AFI Rationale
AFI 1--Candidates in advanced programs for teachers are required to participate in field experiences that require them to apply course work in classroom settings, analyze P-12 student learning, and reflect on their practice in the context of theories on teaching and learning.	AFI 1--Not all advanced programs require field experiences in P-12 settings for advanced candidates.

Recommendation for Standard 3

Initial Teacher Preparation	Met <input type="button" value="v"/>
Advanced Preparation	Met <input type="button" value="v"/>

Corrections to the Institutional Report [Include any factual corrections to information found in the Institutional Report. This includes important information such as corrections to tables, percentages, and other findings which may have been inaccurately reported in the Institutional Report.]

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Standard 4: Diversity

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.

Information reported in the Institutional Report for Standard 4 was validated in the exhibits and interviews. (If not, provide an explanation.)

Yes

No

jn

jn

If your answer is "No" to above question, provide an explanation.

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4a. Design, Implementation, and Evaluation of Curriculum and Experiences

Design, Implementation, and Evaluation of Curriculum and Experiences – Initial Teacher Preparation	Acceptable
Design, Implementation, and Evaluation of Curriculum and Experiences – Advanced Preparation	Acceptable

Summary of Findings for Initial Teacher Preparation:

Along with the university, one of the unit's guiding principles is diversity. The tenth and eleventh learning outcomes of the unit's reaffirmed conceptual framework, state "Candidates will apply a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential" and "Candidates will foster understanding of and respect for individual's abilities, disabilities and diversity of variations in ethnicity, culture, language, gender, age, class, and sexual orientation." These statements parallel the college's vision statement which proposes that the institution will be "a center for intellectual, cultural, and economic growth, distinguished by successful partnerships with organizations, schools, agencies, and businesses throughout the region, the nation, and the world."

Commitment to diversity is emphasized through guided learning experiences within the classroom. The unit encourages and provides opportunities for candidates to address the needs of all types of students. For each program, specific proficiencies related to diversity are woven throughout all components of the required education courses, projects, and field work evaluations. Candidates design and teach lessons that meet the needs of diverse students, adapt and connect instruction appropriately, and create positive learning environments.

Several courses are required in which candidates encounter curricular experiences designed to prepare them to satisfy the unit's and college's mandate to support diverse learners in the classroom. These courses include: SUNY General Education category "Contrasting Cultures" and "Foreign Language", SUNY General Education category "Prejudice and Discrimination," a health course, and a psychology course aimed at helping candidates better understand human development. Entering freshmen are also required to participate in the first-year seminar which shows diversity as its major theme. Individual programs further reinforce candidates' understanding of principles of diversity by requiring additional required coursework that challenges candidates to foster an understanding of people's differences and address the needs of all learners.

Student teaching placements are made in accordance with NY State Regulation 52.21, which stipulates that candidates are placed at a high-need site for at least one of their two student teaching placements. A review of summary student teaching evaluation data reveals that candidates consistently are rated at the acceptable or target level on items related to candidate diversity, with mean scores in the range of 2.51 to 2.63 on a three-point scale, across the three evaluation points for the three-year data period.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

Along with the university, one of the unit's guiding principles is diversity. The tenth and eleventh learning outcomes of the unit's reaffirmed conceptual framework, state "Candidates will apply a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential" and "Candidates will foster understanding of and respect for individual's abilities, disabilities and diversity of variations in ethnicity, culture, language, gender, age, class, and sexual orientation." These statements parallel the college's vision statement which proposes that the institution will be "a center for intellectual, cultural, and economic growth, distinguished by successful partnerships with organizations, schools, agencies, and businesses throughout the region, the nation, and the world."

There are courses available for candidates in advanced programs that provide content dealing with diversity. Some of these include:

- EDU 524 - Democracy and Social Education
- EDU 671 - Issues in Foundations of Education
- EDL 683 - Principles of Special Program Leadership
- EDL 615 - Ed Leadership and the Law
- AED 663 - Seminar in Research in the Teaching of English
- AED 668 - Language Development in Adolescence
- EDU 552 - Gender issues in Education
- FSA 525 - Teaching the Inner City Child
- SPE 510 - Teaching the Special Education Learner in the General Education Classroom

In addition to coursework, candidates in advanced programs have opportunities to show competence in diversity by designing instruction with accommodations, showing knowledge of different cultural contexts, planning and implementing differentiated instruction, selecting materials and identifying resources to use with diverse populations, and using student assessment data in planning.

Not all candidates in advanced programs are required to complete field experiences. In the literacy, educational leadership, ESL, physical education, health, and teaching students with disabilities programs diverse field experiences are required, but there is no such experience required in other advanced programs.

4b. Experiences Working with Diverse Faculty

Experiences Working with Diverse Faculty – Initial Teacher Preparation	Acceptable ▼
Experiences Working with Diverse Faculty – Advanced Preparation	Acceptable ▼

Summary of Findings for Initial Teacher Preparation

In fall 2009, the percentage of African, Latino, Asian and Native American (ALANA) faculty ranged

from 5.1 percent in the unit to 11.9 percent in the schools (Table 8). The college faculty were approximately half male and half female, and the percentage of female faculty was higher in the unit (64%) and schools (79%). Candidates may or may not interact with the 13 diverse faculty in the unit who predominantly represent two racial groups.

School-based faculty are most diverse in the Albany, Syracuse, Elmont, and Brentwood Schools. During 2009, 13 percent of candidates student taught in these districts and nine percent of candidates had early field experiences in Syracuse City Schools (Table 4b.5). The Belize Summer Teacher Institute allows undergraduate upperclassmen and graduate students to learn about environmental education in an international setting with Belizean educators.

Foundations and Social Advocacy Department tenure-track faculty pursue lines of inquiry around urban education, special education, race, gender, and/or multicultural education. Faculty who do not have diversity as their area of specialization have opportunities to engage in professional development around this topic. The Center for Gender and Intercultural Studies hosts workshops for incorporating diversity into courses and is co-sponsoring the Summer Institute for Infusing Diversity into Our Teaching. The Institute for Disability Studies promotes research and scholarship in disability studies and their journal presents voices from multiple perspectives. The college recently celebrated Black History Month, and lectures and sandwich seminars were a part of the activities to promote an understanding of diversity.

The College Handbook requires the college to review faculty hiring to improve diversity. The president and a dean shared that hiring diverse faculty is a high priority. Faculty confirmed that members of search committees must attend a Human Resources training session to learn how to maximize a pool of candidates, such as sending position advertisements to appropriate publications and professional listserves. The affirmative action officer meets with department chairs about how their faculty demographics compare with the availability of doctoral degree candidates from underrepresented groups. Human Resources is enhancing the Red Dragon New Hire program that provides orientation, socialization, mentoring, and professional development for new hires and is looking at how to provide additional support for hires from underrepresented groups.

In the first two years after the last review, seven out of 27 new faculty had diverse backgrounds (2005 and 2006 Annual Reports). The Drescher Affirmative Action/Diversity Leave Program enables untenured, tenure-track minorities, women, and personnel with disabilities to take a leave for one semester to one year to engage in scholarly work in an effort to be promoted.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

Same as initial.

4c. Experiences Working with Diverse Candidates

Experiences Working with Diverse Candidates – Initial Teacher Preparation	Acceptable
Experiences Working with Diverse Candidates – Advanced Preparation	Acceptable

Summary of Findings for Initial Teacher Preparation:

The institution enrolls candidates from urban, suburban, and rural communities across New York State. Candidates represent diversity across ethnic, religious, and socioeconomic groups, as well as differences

in sexual orientation, dialect, age, and exceptionalities. For example, 13 percent of the teacher candidates are non-traditional students, and 67 candidates registered with the Office of Disabilities. The unit refers to underrepresented groups collectively as ALANA (African, Latino, Asian and Native American). The number of ALANA candidates has doubled since 2003. Table 9 (p. 68 in the IR) shows that the unit has an ALANA enrollment of 8.4 percent at the undergraduate level and 3.5 percent at the graduate level, which is consistent with the overall unit percentage (10.2%) and above the diversity in Cortland County (5.3%).

The unit makes efforts to provide the candidates with opportunities to work with diverse candidates, including the following initiatives: Cortland's Urban Recruitment of Educators (CURE), and the Educational Opportunity Program (EOP), which recruits many ALANA candidates, as well as candidates with financial need. Cortland's dual ESL degree programs linked with Anadolu University in Turkey have helped to increase the number of international candidates.

Candidates also have the opportunity to engage with candidates across the unit in a variety of ways, such as General Education courses, liberal arts courses, participation in literature joint inquiry projects, engagement in the outdoor facilities, or involvement in service learning projects in community agencies. The unit has a variety of student organizations and an extensive intramural and sport program. There are a number of co-sponsored cultural programs (Multicultural Life and Diversity Office, Campus, Concert Artist and Lecture Series, and Center for Gender and Intercultural Studies) supporting experiences for candidates across diverse groups.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

See above

4d. Experiences Working with Diverse Students in P-12 Schools

Experiences Working with Diverse Students in P-12 Schools – Initial Teacher Preparation	Acceptable
Experiences Working with Diverse Students in P-12 Schools – Advanced Preparation	Acceptable

Summary of Findings for Initial Teacher Preparation:

The field placement officer, in cooperation with school district administrative personnel and center coordinators in the early childhood/childhood education program, identifies placements for initial candidates that provide opportunities to observe and interact with diverse P-12 students in area schools. These placements are tracked to ensure diversity and the fulfillment of the state regulation that at least one student teaching experience be in a high needs school.

In initial program field placements, college supervisors and host teachers provide feedback to candidates on their skills in working with students from diverse groups. Based on interviews, host teachers explained that they give feedback to candidates that help them to take the theory and research on best practices learned from their coursework to the field, such as in special education and ELL, and apply it in practice. This feedback is done during discussions in three-way meetings and in seminars connected with the field experiences.

The Student Teacher Evaluation assesses diversity in Item #3. College supervisors, host teachers, and

the candidates evaluate the candidates' skills in working with diverse students.

Service learning activities in courses in the initial programs provide candidates with additional opportunities to interact with students of diverse backgrounds. The Migrant Education Outreach program is one example.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

Department faculty in advanced programs ensure diverse placements for the field experiences in their programs. Advanced programs are designed to meet national, state, and program standards relating to diversity. Because advanced candidates do some of their field experiences in their own schools, to guarantee a high needs placement the Literacy Department and TESOL programs require candidates to tutor students from high needs schools as part of their field experiences with direct faculty supervision.

In education leadership, candidates complete internships in the schools where they hold positions. In one option for the internship, however, candidates are given the opportunity to be a leader in a summer school program. These programs constitute a high needs placement.

In advanced programs, department faculty, school-based mentors and college supervisors provide feedback to candidates in face-to-face meetings and seminars. Through courses with field experiences embedded in them, candidates are given the opportunity to reflect on skills and issues involving working with diverse student populations.

Service learning activities in the advanced programs provide candidates additional opportunities to interact with students of diverse backgrounds.

Overall Assessment of Standard

Commitment to diversity is emphasized through guided learning experiences within the classroom. The unit encourages and provides opportunities for candidates to address the needs of all types of students. For each program, specific proficiencies related to diversity are woven throughout all components of the required education courses, projects, and field work evaluations.

In fall 2009, the percentage of African, Latino, Asian, and Native American (ALANA) faculty ranged from 5.1 percent in the unit to 11.9 percent in the schools. The college faculty were approximately half male and half female. Faculty who do not have diversity as their area of specialization have opportunities to engage in professional development around this topic.

The institution enrolls candidates from urban, suburban and rural communities across New York State. Candidates represent diversity across ethnic, religious, and socioeconomic groups as well as differences in sexual orientation, dialect, age and exceptionalities. The unit makes efforts to provide the candidates with opportunities to work with diverse candidates including the following initiatives: Cortland's Urban Recruitment of Educators (CURE), and the Educational Opportunity Program (EOP) which recruits many ALANA candidates as well as candidates with financial need. Cortland's dual ESL degree programs linked with Anadolu University in Turkey have helped to increase the number of international candidates.

The unit identifies placements for initial candidates that provide opportunities to observe and interact with diverse P-12 students in area schools. These placements are tracked to ensure diversity and the fulfillment of the state regulation that at least one student teaching experience be in a high needs school.

In initial program field placements, college supervisors and host teachers provide feedback to candidates on their skills in working with students from diverse groups. This feedback is done during discussions in three-way meetings and in seminars connected with the field experiences.

Strengths [Note: A strength should be cited only if some aspect of a target level rubric has been demonstrated by the unit. A strength can be cited regardless of whether the entire element is deemed “target” or “acceptable.” However, strengths should clearly indicate outstanding practice.]

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Areas for Improvement and Rationales

AFIs from last visit: Corrected

AFI Number & Text	AFI Rationale
AFI 1--At the advanced level in the Educational Administration and Literacy programs, the unit does not have a process in place to ensure placements in diverse settings.	The unit monitors data on the placement in the Educational Administration and Literacy programs.

AFIs from last visit: Continued

AFI Number & Text	AFI Rationale
AFI 1--Candidates have limited opportunities to interact with diverse faculty at both the initial and advanced levels.	The small number of diverse faculty make it possible that candidates can complete their degree programs without any interaction with diverse faculty.

New AFIs

AFI Number & Text	AFI Rationale

Recommendation for Standard 4

Initial Teacher Preparation	Met <input type="button" value="v"/>
Advanced Preparation	Met <input type="button" value="v"/>

Corrections to the Institutional Report [Include any factual corrections to information found in the Institutional Report. This includes important information such as corrections to tables, percentages, and other findings which may have been inaccurately reported in the Institutional Report.]

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Standard 5: Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Information reported in the Institutional Report for Standard 5 was validated in the exhibits and interviews. (If not, provide an explanation.)

Yes

No

jñ

jñ

If your answer is "No" to above question, provide an explanation.

5a. Qualified Faculty

Qualified Faculty – Initial Teacher Preparation	Acceptable
Qualified Faculty – Advanced Preparation	Acceptable

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

There are 81 tenure-track faculty, 21 coaches, 20 full-time lecturers, and 131 part-time faculty who teach in the unit (Table 11). Currently, approximately half of the 26 faculty searches are in teacher education. All but two faculty have earned doctorates, and these two faculty are completing their dissertation and engaging in scholarship, teaching, and service in their area of expertise. Ten to 30 percent of the coaches' workload is dedicated to teaching in the Physical Education Department. Full-time lecturers hold a master's degree, with the exception of one lecturer who has over 30 years of P-12 teaching experience. This group of faculty does not have scholarly work as part of their workload.

The Handbook For Part-Time Faculty Academics and Professionals describes the "casual," "term," and "temporary" types of appointments. Adjunct faculty receive one-year appointments and lecturers can receive a one-, two-, or three-year renewal and only engage in teaching. Department chairs shared that they hire part-time faculty based on the depth of their experience and the level of education appropriate for the teaching or supervision responsibilities. Almost all part-time faculty hold at least a master's degree.

Student teaching supervisors include tenure track faculty, full-time lecturers, and part-time faculty. This group of nearly 90 faculty supervise candidates in the field or coordinate student teacher centers. Table 11 and vitae confirm that they have professional experiences in school settings, such as being a teacher or principal, working with Professional Development School (PDS) initiatives and writing about partnerships with schools.

The Student Teacher Handbook outlines the requirement that host teachers must hold a New York State certificate in the fields that they teach, and tenure or a master's degree is a preferred qualification. Host teachers who were interviewed held appropriate certifications for their position, earned a master's degree and had tenure. The New York State Education Department requires teachers to have a master's degree

after five years.

5b. Modeling Best Professional Practices in Teaching

Modeling Best Professional Practices in Teaching – Initial Teacher Preparation

Acceptable

Modeling Best Professional Practices in Teaching – Advanced Preparation

Acceptable

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

The Teacher Education Council course syllabus template requires instructors to include course objectives and to align syllabus components with the conceptual framework and Specialty Program Association standards. A review of syllabi confirms that instructors consistently do this and illustrates their understanding of the content they teach.

Candidates have opportunities to apply research, theories, and recent developments in education in assignments listed in syllabi. The assignments include current texts, literature-based lesson plans, action research, and literature reviews. Instructors assess candidates in a variety of ways including tests, presentations, papers, and portfolios. Some initial program syllabi model best practice by providing candidates with the alignment between the professional organizational standards, course objectives, learning activities, and assessment methods.

The assignments in syllabi encourage reflection, critical thinking, and problem solving. Candidates complete activities that engage them in inquiry such as reflective journals, reaction papers, videotape analysis of teaching, unit assessments, teacher work samples, and laboratory practicals. They are aware of professional dispositions through dispositions statements and expectations listed on syllabi. In addition, student teaching supervisors evaluate candidates' teaching and professional dispositions through the Student Teacher Evaluation criteria that are aligned with conceptual framework learning outcomes 7, 10, and 12.

Syllabi reveal that instructors employ various instructional strategies such as class discussions, group work, collaborative projects, videos, and micro- and peer teaching. Technological tools in courses include TaskStream, eLearning, and graphing calculators. Many assignments incorporate technology, such as PowerPoint presentations, online discussions and portfolios, course wikis, and webographies. Diversity appears in syllabi through course objectives about understanding and respecting individual abilities and diversity. Some topics in courses include social justice, critical literacy, and urban settings.

The College Handbook states that Course Teacher Evaluations (CTE) are given every third time a faculty member teaches a course, and each department can establish the use of CTEs. Approximately half of the School of Education course instructors administered course evaluations during fall 2009 and spring 2010. In interviews with faculty, they stated that they assessed their own teaching effectiveness through peer observations, team teaching, CTEs, and discussions with successful student teachers about their preparation. They modify their courses and instructional strategies based on this feedback. Supervisors shared that they reflect on the evaluations from student teachers and host teachers every quarter. Host teachers stated that they assess their effectiveness through weekly informal conversations with their student teachers.

5c. Modeling Best Professional Practices in Scholarship

Modeling Best Professional Practices in Scholarship – Initial Teacher Preparation	Acceptable
Modeling Best Professional Practices in Scholarship – Advanced Preparation	Acceptable

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

SUNY-Cortland values faculty leadership and contributions to the professions. Chapter 230 of the College Handbook outlines the general expectation that tenure-track faculty are to conduct a productive program of intellectual inquiry, research, or creative work for promotion. Based on the review of one department's Personnel Policies and Procedures and interviews with department chairs, the 16 departments in the unit have specific criteria defining this scholarly work in their personnel guidelines. A review of vitae show that faculty publications include books, book reviews and chapters, and peer-reviewed journal articles in academic and professional journals. Presentations are given at the state, regional, national, and international levels. The faculty members' writing and presentations reflect their work with preservice and inservice teachers and/or their field of specialization. During 2009-2010, faculty in the School of Education had 36 publications and 99 presentations.

The faculty conduct action research, examine their work with partner schools, and write about their practice. For example, a faculty member, teacher, and principal from the Unified Teaching and Learning Initiative in the Cortland Enlarged City School District Professional Development School (Cortland PDS) will be presenting their work at a conference in March 2011. The 21 faculty in the unit who have active grants are funded by a range of organizations including the New York State Education Department, National Science Foundation, and the National Writing Project.

5d. Modeling Best Professional Practices in Service

Modeling Best Professional Practices in Service – Initial Teacher Preparation	Acceptable
Modeling Best Professional Practices in Service – Advanced Preparation	Acceptable

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

SUNY-Cortland values collaboration among the members of the unit and with education professionals in the schools. Chapter 230 of the College Handbook defines service as administrative work, faculty governance, service to off-campus populations, contributions to institutional change, institutional research, work with the community, and external reviews. Based on the review of one department's Personnel Policies and Procedures and interviews with department chairs, the 16 departments in the unit have specific criteria defining this scholarly work in their guidelines.

There are 24 collaborations and/or projects with public schools that involve faculty from all three schools. Four initiatives in the Cortland PDS provide students, school teachers and administrators, candidates, and faculty the opportunity to learn from each other. Eight faculty received the 2011 Regional Professional Development School Initiative Mini-Grant Awards for seven projects, including one project that is a collaboration with faculty from different departments. Full-time lecturers and part-time faculty also engage in collaborations with P-12 schools, as seen by an adjunct instructor who engages the candidates in service learning by having them analyze a school's health program and provide feedback grounded in data. Faculty and candidates work together to provide service to the community through several efforts, such as the Cortland Association for the Education of Young

Children and the Fit Families SUNY Up-State Partnership.

During 2009-2010, faculty in the School of Education generated many instances of service to the department (104), school (17), college (132), and community (37). There are also 68 instances of this faculty group's involvement in professional organizations during this time. Vitae of faculty in the unit showed that service includes work on committees, coordinating programs, advisement, and partnerships with schools. Faculty shared in interviews how they work on continuously improving their programs. Their professional organization activities range from reviewing journal and conference proposals to participating on a board of directors.

5e. Unit Evaluation of Professional Education Faculty Performance

Unit Evaluation of Professional Education Faculty Performance – Initial Teacher Preparation	Acceptable
Unit Evaluation of Professional Education Faculty Performance – Advanced Preparation	Acceptable

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

Tenure-track faculty present a portfolio documenting their teaching, scholarship, and service when they are seeking reappointment, granting of continuing appointment, or promotion. The portfolio is reviewed by the department personnel committee, department chair, school personnel committee, dean, and provost. Chapter 220.06 of the College Handbook outlines the policies and procedures for these three personnel actions, and Chapter 230 further describes the criteria for promotion of academic faculty. A review of a portfolio for promotion to the rank of professor included letters from each level of review, scholarship artifacts, and teaching materials such as syllabi, tests, and CTEs. The Academic Faculty Affairs Committee is currently recommending to the Faculty Senate that each department be clear in how often CTEs should be administered and how they will be used in the evaluation of personnel.

Full-time lecturers submit a portfolio showing evidence of their effective teaching at the end of their three-year appointment or for advancement. The levels of review are similar to the levels for academic faculty with the exception that the school personnel committee is replaced by a peer review committee. The criteria for advancement are based on the quality of instruction and not on the number of activities or accomplishments (College Handbook Chapter 220.07).

In the past three years, three faculty were not reappointed, one lecturer was not reappointed, and one faculty member was not promoted to the rank of full professor; one faculty member from this group was in the School of Education and the remaining faculty were in the School of Arts & Science (Personnel Actions Report).

All full-time faculty submit annual reports that are reviewed by the department chair and dean. The chairs use these reports to write the department annual report and recommendations for faculty awards. They also write recommendations for faculty who nominate themselves for a discretionary salary increase (DSI), and faculty confirmed that these letters are shared with the faculty. According to interviews with chairs and faculty, some chairs meet formally with faculty and observe their teaching every year while other chairs consistently talk informally throughout the year with faculty to provide feedback. Several chairs review CTE and student data, and these latter data are discussed at faculty meetings. Departments connect with part-time faculty in a variety of ways, including chairs observing them teach in their first semester and providing feedback, pairing them with faculty mentors, and

organizing meetings with them and full-time faculty to talk about best practices. Most departments require part-time faculty who teach to administer CTEs each semester. The Student Teacher Evaluation and Cooperating Teacher Evaluation for supervisors systematically provide feedback to faculty working with student teachers every quarter.

5f. Unit Facilitation of Professional Development

Unit Facilitation of Professional Development – Initial Teacher Preparation	Target
Unit Facilitation of Professional Development – Advanced Preparation	Target

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

Faculty shared that their professional development needs were recognized by their department chairs and in their portfolios for reappointment. Several departments offered workshops on topics such as response to intervention.

There are several college offices that support and promote professional development. The Faculty Development Center (FDC) sponsors book chats, lectures, and workshops on topics including candidate research, grant writing, social justice, at-risk candidates, portfolio development, and service learning. Forty-eight percent of the attendance at FDC workshops were unit faculty. The Research/Sponsored Programs Office assists faculty in the preparation of grant proposals, organizes Quality Circles where faculty engage in peer review of proposals, provides faculty research grants, and matches faculty with funding opportunities. The FDC provides training and assistance to faculty in the use of technology in their teaching, and Information Resources also provides support and information about technologies for faculty, including eLearning.

Faculty can receive financial assistance for professional growth. They are eligible for a sabbatical after six years of consecutive service. A dean confirmed that the Dean's Office provides up to \$800 for untenured faculty and \$500 for tenured faculty for travel to present papers at conferences. The FDC committee recognizes faculty through awards and grants, such as Innovation Grants that encourage the development and sharing of new instructional strategies among part-time or full-time faculty. Research and travel funding are also available through The Cortland College Foundation, UUP, and the Undergraduate Research Council. The College Assessment Committee offers grants to support the development or improvement of assessment plans, and one faculty member shared that this grant was one of the best professional development opportunities that she has experienced. Forty percent of the recipients of internal funding opportunities were unit faculty.

New faculty are supported in several ways. They are mentored by tenured faculty in another department, and deans attended a retreat with them to construct a five-year plan for scholarship, teaching, and service. Many department chairs shared that their departments also provide mentors for new faculty. The FDC is available to assist new faculty with the development of their portfolios and the FDC committee coordinates the Fine Teaching Development Award where untenured faculty can earn a course release to pursue effective teaching practices. The College Research Committee provides workshops for untenured faculty on writing internal and external grants. The Red Dragon New Hire program also supports new faculty and their mentors throughout their first year.

Overall Assessment of Standard

The unit faculty are qualified in their area of specialization and model best teaching practices. They engage in scholarship, especially around their work in schools and the community. The college and departments have clear policies and procedures for reappointment and promotion. The college supports new faculty and provides numerous opportunities for faculty professional development through workshops and funding.

Strengths [Note: A strength should be cited only if some aspect of a target level rubric has been demonstrated by the unit. A strength can be cited regardless of whether the entire element is deemed “target” or “acceptable.” However, strengths should clearly indicate outstanding practice.]

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Areas for Improvement and Rationales

AFIs from last visit: Corrected

AFI Number & Text	AFI Rationale

AFIs from last visit: Continued

AFI Number & Text	AFI Rationale

New AFIs:

AFI Number & Text	AFI Rationale

Recommendation for Standard 5

Initial Teacher Preparation	Met <input type="button" value="v"/>
Advanced Preparation	Met <input type="button" value="v"/>

Corrections to the Institutional Report [Include any factual corrections to information found in the Institutional Report. This includes important information such as corrections to tables, percentages, and other findings which may have been inaccurately reported in the Institutional Report.]

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Standard 6: Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Information reported in the Institutional Report for Standard 6 was validated in the exhibits and interviews. (If not, provide an explanation.)

Yes No
 jn jn

If your answer is "No" to above question, provide an explanation.

6a. Unit Leadership and Authority

Unit Leadership and Authority – Initial Teacher Preparation	Acceptable ▼
Unit Leadership and Authority – Advanced Preparation	Acceptable ▼

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

Teacher education programs are located in three academic schools: the School of Arts and Sciences, the School of Education, and the School of Professional Studies. The provost and vice president for academic affairs is the head of the professional education unit and has the primary responsibility and authority for planning, delivering, and operating all programs for the preparation of candidates.

The Teacher Education Council (TEC) facilitates collaboration among the teacher education programs and advises the unit head on issues related to teacher education. The TEC is comprised of representatives of each teacher education program, as well as associate deans, registrar, admissions, field experience, library personnel, and candidates in initial and advanced programs. Administrators and faculty from all three schools work collaboratively together to plan the teacher education program. The TEC has an advisory group subcommittee consisting of P-12 and community partners, faculty, and administrators who engage in discussions of teacher education issues and make recommendations to the TEC. Each program has a coordinator who works with faculty in developing and implementing program course and clinical practices. The unit has two Professional Development School initiatives emphasizing research-based best practices and collaborative school-based activities providing enriched and authentic clinical experiences for candidates.

In 2009, an assistant provost for teacher education was named to oversee all teacher education programs. Additionally, this position coordinates accreditation efforts and is chair of the TEC. In 2010, the Graduate Studies Office was eliminated and services moved to different offices on campus, including the Admissions, Registrar, and Advisement and Transition Offices. Academic matters at the advanced level are now being overseen by deans and associate deans in the three schools.

The unit ensures candidates have access to admissions, transfer, grading and grievance procedures, and policies through a variety of sources including the catalog, College Handbook, calendars, and other materials. Many of these are produced by the Publications and Electronic Media Office with oversight from academic administrators and faculty.

The Division of Student Affairs provides counseling services, disability services, and health promotion. The Advisement and Transition Office offers preliminary advisement for candidates, and program

faculty provide advisement to candidates on their academic program.

6b. Unit Budget

Unit Budget – Initial Teacher Preparation	Acceptable
Unit Budget – Advanced Preparation	Acceptable

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

The entire university budget experienced a five-million dollar cut during 2008-09 due to statewide budgetary issues. The delivery of teacher education programs is not adversely affected by this budget reduction. Because the teacher education programs are housed in the School of Education, School of Professional Studies, and the School of Arts and Sciences, the provost/head of the unit and the vice president for finance and management report they are unable to provide exact budget figures for teacher education programs. The average dollar amount spent per student (FTE—full-time equivalency) for the School of Education is \$298.41 as compared to \$263.47 in the School of Professional Studies, \$230.90 in the School of Arts and Sciences, and a campus FTE of \$246.44.

Some funding is received from indirect costs from grants. Ten percent of the indirect costs are returned to the department obtaining the funding with approximately 50 percent sent to the Research Foundation in Albany and the remaining funds returned to SUNY-Cortland to be used for research and scholarship.

The state of New York has provided a stipend or tuition waiver for host teachers.

6c. Personnel

Personnel – Initial Teacher Preparation	Acceptable
Personnel – Advanced Preparation	Acceptable

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

Full-time faculty engage in teaching, scholarship, and service activities. The unit has a workload policy that stipulates full-time tenure-track faculty (assistant professor and above) teach nine credit hours each semester. Full-time lecturers teach 12 credit hours each semester. Faculty who are assigned administrative tasks receive release time and/or stipends. Faculty who supervise student teachers are compensated at a rate of four to five candidates equaling a three-credit course. Faculty provide advisement for candidates. Faculty report in many programs the number of advisees is quite large, and there is not a policy that stipulates a maximum number of advisees. Candidates report that for some programs it is difficult to meet with their advisor due to the large number of advisees assigned to faculty.

Part-time faculty make up approximately 40 percent of the faculty on campus. The percentage of courses taught by part-time faculty is 32 percent in the School of Arts and Science, 56 percent in the School of Education, and 42 percent in the School of Professional Studies. The large number of part-time faculty is a result of budget issues and the manner in which their workload is calculated (e.g., one listed course may only have one candidate enrolled). Part-time faculty, full-time faculty, and administrators report part time faculty are well prepared for their assignments.

There are sufficient support personnel to complete the work of the unit. These personnel include clerical staff, as well as professionals in the Provost's Office, Research and Sponsored Programs Office, deans and associate deans, directors, and coordinators in different academic programs.

The Faculty Development Center (FDC) provides a variety of services to faculty. There are opportunities for faculty to apply for awards and grants. The FDC also provides a Faculty Training Center and SUNY Training Center. These two centers provide training and individual assistance to faculty and staff in using technology to improve teaching and improve efficiency in daily routines.

There is funding for professional travel. Non-tenured faculty who are presenting papers or have leadership roles may request \$800 for travel to professional conferences, tenured faculty may request \$500, and professional staff may request \$250. Other sources of funding are awarded through the SUNY Cortland College Foundation, the Internal Grants Program, Faculty Research Program, Individual Development Awards Program, and Special Project Fund.

6d. Unit Facilities

Unit Facilities – Initial Teacher Preparation	Acceptable ▼
Unit Facilities – Advanced Preparation	Acceptable ▼

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

The unit facilities support candidate learning and the needs of faculty to be successful in teaching and scholarship. Eight academic buildings have received extensive renovations in the last five years. Most classrooms are equipped with instructional technologies, and wireless connectivity extends throughout the campus. In most classrooms there are computers, high-resolution document cameras, DVD/VHS decks, multimedia projectors, or flat panel displays. The School of Professional Studies has a state-of-the-art facility providing new technologies. Faculty offices for full-time faculty are private, and part-time faculty have shared office space.

Memorial Library provides materials, technology, and reference materials and support for candidates and faculty. Candidates, faculty, and staff may borrow books, laptops, digital and still cameras, peripheral media equipment, and iPods. The library manages traditional and electronic reserve materials (supplemental course readings assigned by instructors). Candidates have access to media rooms, study carrels, and Interlibrary Loan materials.

The Teaching Materials Center houses a large number of curriculum materials for all teacher education candidates, including textbooks, children's literature, curriculum kits, and other hands-on-materials. Additionally, there are three multi-media studio rooms and a dedicated librarian for this center. Candidates report regular use of the center.

6e. Unit Resources including Technology

Unit Resources including Technology – Initial Teacher Preparation	Acceptable ▼
Unit Resources including Technology – Advanced Preparation	Acceptable ▼

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

Faculty and candidates access the library, curricular materials, and information technology. Candidates use My Red Dragon which provides e-mail, Google applications, and web space. The Information Resource Support Center has been combined with the circulation area of the library to assist candidates with hardware and software needs, in addition to assistance with research projects. Memorial Library is also participating in a national/international chat reference service called AskUs24/7 that provides candidates, faculty, and staff with reference services even when the physical reference service desk is closed.

There are 14 general computer labs and 13 special-purpose computer labs throughout the campus. There is either technology in the classroom or technology resources on carts in buildings yet to be upgraded, so all faculty have access to technology in their teaching. Candidates report faculty use technology in their teaching, and candidates express confidence in their ability to use technology in P-12 classrooms. The use of technology was also observed on school visits.

The unit's assessment system, Teacher Education Candidate Assessment System, (TECAS) is supported through three mechanisms to collect data, including the BANNER student information system, the Curriculum Advising and Program Planning (CAPP) report, and data support from the Office of Institutional Research and Assessment. TaskStream was purchased; however, it is not fully operational in all programs.

Overall Assessment of Standard

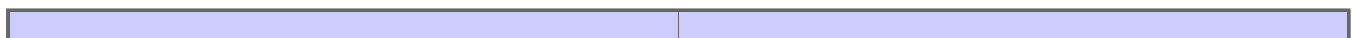
The teacher education programs are housed in three schools, and the Teacher Education Council collaboratively works with all programs to ensure a cohesive program. Although the state is facing budgetary issues, the teacher education programs continue to be well-supported. Faculty are able to engage in teaching, scholarship, and service activities, although there are concerns with the inconsistency of assignment of advisees with some faculty having very large advising loads. Faculty and candidates have access to information technology through the library, computer labs, technology in classrooms, and wireless connectivity. Candidates and faculty have access to the Teaching Materials Center which houses a variety of curriculum materials. Unit facilities meet the needs of candidates and faculty and the Professional Studies Building and the Cornish Building (School of Education) are newly renovated with state-of-the-art technology.

Strengths [Note: A strength should be cited only if some aspect of a target level rubric has been demonstrated by the unit. A strength can be cited regardless of whether the entire element is deemed “target” or “acceptable.” However, strengths should clearly indicate outstanding practice.]

The unit facilities are exemplary (Professional Studies Building, Cornish Building - School of Education Building). Current technology specific to the needs of teacher education candidates is present. Classrooms are equipped with technology, and the number of computer labs available for candidate use is substantial.

Areas for Improvement and Rationales

AFIs from last visit: Corrected



AFI Number & Text	AFI Rationale
AFI 1--The management system at the advanced level is not yet fully operational to ensure compliance with institution and state policy.	Administration of advanced programs are under the direction of their respective deans. Administrators and faculty are still exploring ways for them to become more efficient.

AFIs from last visit: Continued

AFI Number & Text	AFI Rationale
AFI 1 (Continued and included in new AFI) -The capacity of the Childhood program faculty is not sufficient to meet the advising needs of candidates in the program.	Several faculty members have advising loads in excess of the university's 35 students per faculty member target goal. Candidates report limited access to faculty advisors as a result of the advising loads of program faculty, and several faculty expressed concerns about their loads.

New AFIs

AFI Number & Text	AFI Rationale
AFI 1--The unit does not have consistent criteria related to faculty workload with regard to candidate advising.	Evidence from faculty and candidate interviews indicated significant inconsistencies between advising load for faculty based on program.

Recommendation for Standard 6

Initial Teacher Preparation	Met <input type="text"/>
Advanced Preparation	Met <input type="text"/>

Corrections to the Institutional Report [Include any factual corrections to information found in the Institutional Report. This includes important information such as corrections to tables, percentages, and other findings which may have been inaccurately reported in the Institutional Report.]

IV. SOURCES OF EVIDENCE

You may either type the sources of evidence and persons interviewed in the text boxes below or upload files using the prompt at the end of the page.

Documents Reviewed

Persons Interviewed

Please upload sources of evidence and the list of persons interviewed.

Documents review
Persons interviewed

See **Attachments** panel below.

(Optional) State Addendum: